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ABSTRACT

This booklet contains summaries of projects being carried out under four of the 1970-71 programs funded by the Division of the Compensatory Education, California State Department of Education. The programs are 1) Professional Development Centers, projects which emphasize the strengthening of classroom instructional techniques in reading and mathematics in kindergarten and the elementary grades by involving school district personnel and student teachers from higher education institutions in pertinent training programs; 2) Research and Teacher Education, projects intended to discover and demonstrate instructional practices that will assist teachers in poverty areas to work effectively with disadvantaged pupils; 3) Education Professions Development Act, projects that provide services for educationally disadvantaged children and train teachers to work in rural and isolated areas; 4) New Careers, projects to recruit and train individuals from poverty backgrounds as teachers. Each project summary contains a statement of objectives, a description of its program, and the instruments and procedures to be used in evaluating its success in helping disadvantaged youth. (RT)

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Projects in Progress

a description of

Learning Programs for the Disadvantaged

U.S. DEPARTMENT OF HEALTH, EDUCATION, & WELFARE
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Report No. 71-001

LABORATORY OF EDUCATIONAL RESEARCH

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FOREWORD

The Laboratory of Educational Research, *University of the Pacific,* has been designated to evaluate current projects and to disseminate statewide the research findings of certain programs administered by the Bureau of Professional Development, Division of Compensatory Education, California State Department of Education.

Four of the 1970-71 programs funded by this Division are summarized in this booklet. These summaries were provided to the Laboratory of Educational Research by the directors of the individual projects, and reflect their views. The Laboratory is responsible for the editing and printing of these reports, but the statements are those submitted by the project directors with minor editing changes made by the Laboratory. All projects in each program are presented in separate sections of this report. The programs are presented, on the following pages, in the order listed:

(1) Professional Development Centers (PDC)
(2) Research and Teacher Education (RATE)
(3) Educational Professional Development Act, B-2 (EPDA, B-2)
(4) New Careers in Education

Each project summary contains a statement of objectives, a description of its program, and the instruments and procedures to be used in evaluating its success in helping disadvantaged youth.

The information contained in this booklet should prove useful to laymen and educators throughout the State by making them aware of (1) the kinds of programs presently under way and (2) the areas in the State in which these programs are being implemented. This knowledge should allow school districts to obtain help in implementing similar projects and avoiding duplication of effort. The evaluation of the program described in these reports will be examined by the Laboratory and the findings reported in subsequent publications. It is hoped that the successful components of these projects will be implemented in other school districts and continue to receive the support of the California State Legislature.

We of the Laboratory of Educational Research deeply appreciate the effort project directors have made to provide program descriptions and information which has made possible the preparation of this report. Mr. Fred Tillman, Assistant Chief, Division of Compensatory Education, has been extremely helpful as have his staff members, Dr. Marion Faustman and Mr. Claude Hansen. The artistry of Mrs. Donna Roselius has contributed much to the effectiveness of the publication as has the secretarial skill of Mrs. Toni O'Bryon. To all these people go our grateful thanks for their important information, skill, assistance and time.

William C. Theimer, Jr.
Marvin E. Locke
Greg Johnson

INTRODUCTION

One of the greatest areas of current social concern is to improve educational programs for disadvantaged children. Included in this brochure are those programs which have been funded, through federal and state legislation, with this end in mind. Each of the twenty-seven programs is dedicated to optimizing educational opportunities in compensatory schools by:

1. Assisting school districts and institutions of higher education to develop and implement projects of inservice and preservice training for teachers who teach or will teach disadvantaged children.

2. Establishing new curricular and innovative programs in teacher education in order to enhance the quality of teaching in classes which contain disadvantaged children.

The effects of these programs on teachers and students are being studied and evaluated by the local districts. The findings which result from these studies will be evaluated by the Laboratory of Educational Research. Those findings which show the greatest potential for helping to improve pupil achievement in reading and mathematics will be disseminated statewide.

It is hoped that through these programs the school achievement for educationally disadvantaged children will show significant improvement.

Fred Tillman, Assistant Chief
Division of Compensatory Education

PROFESSIONAL DEVELOPMENT CENTERS

In 1968, the Legislature of the State of California passed the Professional Development and Program Improvement Act. This Act provides for the establishment of Professional Development Centers and Joint Programs between local school districts and county superintendents of schools offices. Both Professional Development Centers and Joint Programs emphasize the strengthening of classroom instructional techniques in reading and mathematics in kindergarten and the elementary grades by involving school district personnel and student teachers from higher education institutions in pertinent training programs. In most instances, Professional Development Centers are established in urban school districts that serve large concentrations of educationally disadvantaged pupils. Joint programs are designed to serve school districts in sparsely populated areas where it is not feasible to establish Professional Development Centers.

COMPTON UNIFIED SCHOOL DISTRICT

Joyce Bagsby, Director
Alonzo A. Crim, Superintendent

The major objectives of the Compton Unified School District's Professional Development Center School Program are divided into two areas of interest:

I. Professional Objectives
   A. To increase student achievement in the area of mathematics and reading.
   B. To improve teacher skills in the teaching of reading and mathematics.

II. Institutional Objectives
   A. To facilitate a close working relationship between the *California State College, Dominguez Hills,* and the Compton Unified School District in order that the educational resources of the College can be more accessible to the community of Compton and the College may receive important input for the planning of curriculum, especially in teacher education.
   B. To identify, through this project, relationships with master teachers who will become trainers of student teachers associated with the *California State College, Dominguez Hills,* teacher education program.
   C. To enrich the College's teacher education program by stimulating research in new methods and materials for the education of the disadvantaged student.

This project's approach is founded on the belief that pupil performance is partially a reflection of behaviors exhibited by classroom teachers and, where applicable, their aides. The major focus is on developing new behavioral repertoires in participating trainees.

Four cycles of inservice activities are included in the training center program. Each cycle is of eight weeks in duration, involving kindergarten through grade six. Each cycle deals with the training of resource teachers, principals, student teachers, and paraprofessionals. Teams consisting of consultants from higher education, master teachers, specialists, and appropriate district personnel conduct the training of the Center's participants; these individuals also provide continuous evaluation of the effectiveness of learning opportunities designed to meet the professional and institutional objectives.

The District will evaluate its Center program through the use of judgmental procedures and video tape analysis. Student progress under the Center trainees will be measured through the use of standardized tests like the *Stanford Achievement Test* and state-mandated instruments.

FRESNO CITY UNIFIED SCHOOL DISTRICT

Milton Jones, Director
Arnold Finch, Superintendent

The Fresno City Unified School District's Professional Development Center project has been organized around four major objectives:

1. To improve the teaching of, and the programs in, reading and mathematics.

2. To increase teachers' skills in diagnosing learning disabilities and in developing corrective programs.

3. To expand teachers' use of materials and resources in the greater individualization of instruction.

4. To develop greater knowledge of the mental and emotional make-up of the disadvantaged child.

In retraining teachers, Fresno employs an Objective-Assessment-Input-Application-Evaluation method for each concept taught: course content is clarified, individual trainee needs are assessed, and an opportunity for application of skills and concepts is provided. Each trainee moves through a four unit program: 1) Clinical Analysis of the Teaching Processes in Reading and Mathematics, 2) Interaction Communication Skills, 3) Community and Child Awareness, 4) Diagnosis and Prescriptive Teaching with Individualized Instruction.

Measures which Fresno uses to evaluate the trainees' progress include pre- and post-testing with the *Minnesota Teacher Attitude Inventory*, achievement tests, a project placement test on behavioral objectives, a project test on cultural concepts, a self-analysis check sheet, a district observation check sheet, and the *Flanders* analysis of direct and indirect interaction ratios. The effect of the training on pupil achievement is assessed with the *Stanford Achievement Test* at grades one and two and the *Comprehensive Tests of Basic Skills* at grades three through four.

Because of the findings of this Professional Development Center program, changes have been made in the *Fresno State College* Education Department:

1. *Fresno State College* allows two units of college credit for each teacher participant in the Professional Development Center. The course title is Curriculum Problems and Practices; Analysis of Teaching Process, course number 353.
2. The College has initiated a Center for Urban Education for college students living near and working as aides in the Compensatory schools. Student teachers will be assigned to the school each semester.

LONG BEACH UNIFIED SCHOOL DISTRICT

Robert Hart, Director
W. Odie Wright, Superintendent

The major objectives of the Long Beach Professional Development Center program are:

1. To increase student achievement in the areas of mathematics and reading.

2. To improve teacher skills in the teaching of reading and mathematics.

Eight teachers are taken from the "satellite" schools, *Lincoln* and *Roosevelt,* to the "Center" school, *Whittier,* for a seven-week retraining program. During this seven-week training cycle, teachers-in-training attend seminars in such subject areas as the culture of poverty, instruction for minority pupils, diagnostic procedures, corrective instructional procedures, organizing for effective instruction, writing behavioral objectives, developing instructional components and learning theory. Opportunities are provided for professional reading on these topics. These teachers plan lessons under the supervision of a master teacher and/or the project teacher-coordinator. The lesson is then taught by one of the teachers-in-training. It is often video taped. Every lesson taught is analyzed by the master teacher and/or the project teacher-coordinator and, often, another teacher-in-training. Consultants from both *University of California at Los Angeles* and the *University of Southern California* are used frequently.

Replacement teachers, already retrained at the Centers, take over the classes of the teachers-in-training back at the satellite schools during this seven-week retraining cycle. At the end of the cycle, the teachers-in-training return to the satellite schools to try their newly-learned instructional skills with their own classes. The replacement teachers then return to the Center for one week of "refresher" courses to prepare for the next retraining cycle and program evaluation. Also, eight student teachers per cycle from *California State College, Long Beach,* receive their preservice training at the Center school.

The complete cycle takes eight weeks. There are four training cycles during the school year plus a shortened training cycle during summer session. A minimum of eighty teachers can be retrained per year and 240 over the three-year period. In addition, a shortened version of the retraining program is given to administrators, counselors, specialist teachers, and other certificated personnel assigned to the two satellite schools.

The Long Beach Unified School District will evaluate the success of its program through the measurement of both teachers and students. The teacher trainees will be evaluated through the use of observation checklists, video tapes, and locally constructed tests. Students will be evaluated by use of standardized tests such as the *Metropolitan Reading Readiness,* the *Stanford Achievement,* and the *Comprehensive Tests of Basic Skills.*

OAKLAND PUBLIC SCHOOLS

John Favors, Director
Marcus A. Foster, Superintendent

The Professional Development Center Program of the Oakland Public Schools is concentrating primarily on the learning problems of Black and Mexican-American students. It has as its major objective:

> To provide teachers, administrators, instructional aides, and student teachers from the *University of California at Berkeley* with opportunities to increase their effectiveness in working with children in low income areas in the City of Oakland.

The instructional improvement program concentrates in the areas of diagnostic and prescriptive techniques in reading and mathematics exclusively in the cognitive domain. The emphasis in the affective domain will concentrate on how students feel about themselves, and teachers' expectations for students. The program will be implemented by giving the Center participants appropriate bibliographies, inservice training by staff members, field trips to various educational and community activity centers and, finally, time for self-introspection.

The effectiveness of the program will be measured by the Oakland district as follows:

1. The long range academic results will be measured by achievement scores of the pupils taught by the project participants.

2. Attitudes of adult participants will be measured by the *Minnesota Teacher Attitude Inventory (MTAI).*

3. Participant attitudes toward teaching disadvantaged students, and working in the Center, will be measured with semantic differential scales.

4. Teaching style will be assessed using the *Flanders Interaction Analysis.*

5. Effectiveness of the program will be assessed by questionnaires administered to both participants and parents of the participants' students.

6. Teaching skill in diagnosis and prescription will be measured by evaluation of video tapes, lesson plans, a questionnaire, and responses to problem situations.

7. Understanding of the problems of the disadvantaged will be measured by a locally developed *Cross-Cultural Information Inventory.*

RESEARCH AND TEACHER EDUCATION (RATE)

Research and Teacher Education projects are designed to give new direction to teacher training programs in California. Projects are intended to discover and demonstrate instructional practices that will assist teachers in poverty areas to work effectively with disadvantaged pupils. In addition, new curricula will be developed and tested for effectiveness in meeting the educational needs of disadvantaged pupils. Teacher training programs in school districts and in higher institutions will become viable and relevant, to the extent that these new methods are adopted.

"CREATIVE ACADEMIC REMEDIAL EDUCATION (CARE)"

Cambrian School District

Lola Fay Gordon, Director
D. M. Bagby, Superintendent

Cambrian School District has formed a close partnership with *San Jose State College*, Division of Teacher Education, and the *University of California College of Optometry* to operate Project RATE-CARE (Creative Academic Remedial Education). The project is designed to:

1. Enhance and develop the academic performance and abilities of educationally handicapped children from low income families who, because of visual, auditory, and motor perceptual difficulties exhibit a marked disability to learn, despite extensive remedial help.

2. Incorporate experimental findings in instructional programs at the *University of California College of Optometry* and *San Jose State College*.

One hundred children were identified for the study. They are suffering from poverty, social and cultural deprivation, and are achieving below grade level in reading. They have audio-visual-motor perceptual difficulties, no known physical handicaps, and intelligence quotients of ninety or above on the *Stanford-Binet* or *Wechsler Intelligence Scale for Children*. These children have been evenly matched and divided into two groups of fifty students each; fifty were placed in the CARE group and receive intensive visual therapy daily. The other fifty were placed in a control group and receive intensive remedial reading daily.

Project CARE is helping these children by enhancing the visual-perceptual, perceptual-motor, and visual-auditory integrative skills through an intra-professional team approach. This team utilizes the school optometric consultant, consultants from *San Jose State College* and the *University of California College of Optometry*, the Cambrian School District Administrative Assistant, Principals, Psychologists, School Nurses, Remedial Reading Teachers, Speech Therapists, Audiometrist, Teachers, and Paraprofessionals.

Through the use of pre- and post-*Stanford* and *Cooperative Achievement Tests* and *Comprehensive Tests of Basic Skills*, evaluation will be made of the (1) growth in reading achievement of both the CARE and control groups; as well as (2) changes that may occur in various independent variables–visual perceptual, auditory motor, motor perceptual, mental aptitude, psychological and attitudinal.

"TEACHER AND STUDENT RESPONSE TO AN INTENSIVE TRAINING SYSTEM AND PARAPROFESSIONAL ASSISTANCE"

Los Nietos School District

Martha Hittinger, Director
Keith B. Walton, Superintendent

During the second year of the three-year project, the Los Nietos District's program has as its major objectives:

1. To develop a model pupil-personnel team consisting of a counselor, teacher, and psychologist who will diagnose and prescribe pupil learning activities.

2. To develop a model of teacher training involving both college students and professors in direct purposeful activities in the public school classroom.

3. To develop a teacher-paraprofessional team model for increasing instructional effectiveness in the classrooms.

4. To improve the classroom performance of children through a process of individual instruction based on individually diagnosed needs.

These objectives will be accomplished primarily through a program of intensive inservice training for teachers and instructional assistants. Objectives are implemented in the following ways:

1. The pupil-personnel team (counselor, psychologist and teacher) develop individual diagnostic profiles for each student. This procedure will be common throughout the District by fall, 1972.

2. Two upper-division students from *California State College at Long Beach* work as instructional assistants three-and-a-half hours per day with each classroom teacher. A definite planning and evaluating time is scheduled daily for each team.

3. Needs of the team in teaching methodology and content are identified. Consultants in mathematics, language arts, fine arts, and classroom management hold conferences and plan with the team and demonstrate in the classroom.

4. This plan was the result of evaluation and assessment of need following the first year's intensive inservice training for teachers and instructional aides in creative teaching workshops developed specifically to sharpen human interaction skills.

5. The video tape recorder is used by the teacher to provide models of good teaching practices.

6. A committee composed of district administrative personnel and *California State College of Long Beach* professors meet regularly to ascertain communication and cooperation in preservice and inservice improvement of classroom teaching processes.

Working closely with the Los Nietos District is *California State College, Long Beach.* This institution is responsible for screening applicants for instructional assistants, has made data processing facilities available, and has provided staff members as consultants.

To evaluate the accomplishment of its objectives, Los Nietos will measure the progress of the aides and teachers through pre- and post-testing with the *Minnesota Teacher Attitude Inventory,* by using the *Myer-Briggs Personal Adjustment Inventory* and by judgmental procedures. The progress of the students will be evaluated by pre- and post-testing with instruments such as the *Metropolitan Reading Readiness Test, California Achievement Tests, Appel Test, California Test of Mental Maturity,* and the *McDaniel Inferred Self-Concept Inventory.*

"PERCEPTUAL DEVELOPMENT RELATED TO READING READINESS THROUGH MUSICAL EXPERIENCES"

Oroville Elementary School District

Wilma Stephens, Director
Theron Edwards, Superintendent

The Oroville Elementary Schools' RATE Project, which has been originated and implemented at *Burbank Elementary School,* is organized around explicitly stated goals and objectives:

GOAL I: Kindergarten and first grade teachers shall develop skills in providing instruction to children with perceptual deficits by using musical experiences.

Objective A: Kindergarten pupils who have participated in the project will score significantly higher than pupils from the control school in May of 1971 on the *Frostig, Winter Haven* and *Wepman* tests and the locally developed *Inventory of Developmental Skills (IDS).*

Objective B: First grade pupils who have participated in the project will score significantly higher than pupils from the control school in May of 1971, on the *Frostig, Winter Haven,* and *Wepman* tests and on the *IDS.*

GOAL II: Kindergarten and first grade teachers shall develop skills in coordinating the perceptual development done in the music classes with their classroom reacting and/or readiness instruction.

Objective A: Seventy per cent of the kindergarten pupils in the project will be ready to begin the reading program in the first grade as measured by the *Harper and Row Readiness Test* in May of 1971.

Objective B: First grade pupils who participated in the project will score significantly higher than pupils in the control school on the *Cooperative Primary Reading Test* in May of 1971.

The project is designed to improve reading readiness and achievement of kindergarten and first grade pupils in *Burbank School* through the use of musical experiences to increase perceptual development and to coordinate these musical experiences with reading instruction.

The project involves intensive inservice education of teachers in the use of musical activities to improve students' perceptual development and strengthen their reading skills. The training is provided by the project director, a music specialist, and a full-time reading specialist. Consultant services in the areas of reading and music are provided by *Chico State College.*

The basic procedures of this project are to train the pupils in auditory and visual discrimination, motor development through large motor activities, creative body movement, eye-hand coordination, laterality, and directionality. For example, large classroom charts are used to teach decoding, eye focusing and left-to-right movements.

Language experience and growth in vocabulary are being developed by the child's expression of his creative thoughts through rhythm, body movements, chanting, singing and instrumental accompaniments. In addition, reading teachers use the training they are receiving to provide reading experiences appropriate to the developmental level of the children. Many visual aids are employed, such as overhead transparencies, the flannel board, puppets, pictures, and charts. These are used to teach sequencing, number concepts, and auditory and visual decoding.

The project will be evaluated by a pre-post, compromise control group design. The control group has been selected from similar pupils in one other Oroville elementary school. Analysis of covariance will be employed to compare adjusted post-test scores for the experimental and control groups. Pre-test scores will serve as the covariates. The standardized tests employed will include the *Frostig*, the *Winter Haven*, the *Wepman*, the *Test of Basic Experiences*, and the *Cooperative Primary Reading Test*. In addition, other locally developed instruments will be used.

"RESEARCH AND TEACHER EDUCATION"

University of California, Santa Cruz (UCSC)

Helen Kaplan, Director
Clark Robinson, Chairman of the Committee on Education

The objectives of the *University of California, Santa Cruz* Research and Teacher Education project are two-fold:

1. Higher education institution change objective: to improve the quality of chosen teacher trainees in the teaching of the disadvantaged by (a) changing the training program of these trainees to include the public schools as an integral part of the laboratory training, and (b) developing academic course work which is closely related to the needs of the students as they grow from their field experience.

2. Public school change objective: (a) to improve classroom teaching through the influence of undergraduate assistants and graduate interns as well as cooperating *University of California at Santa Cruz* professors. (b) to improve the learning of students of the cooperating school districts in reading and mathematics skills as a result of the improved teaching outlined above.

Traditional college and university Teacher Education pre-service and/or in-service programs are not preparing teachers adequately qualified to provide the education needed by youth today, particularly those who come from varying cultural backgrounds. The RATE funded project has provided an attack on this problem through the media of the new and innovative Teacher Education program being developed at UCSC. As the first college or university in California accredited for Teacher Education under the new "Approved Program" approach, UCSC is free to develop a unique program for the preparation of teachers. During the past year, broad guidelines for innovation have been laid.

The RATE project grant has made possible this evolving program. Models are being developed for the concurrent preparation of better new teachers and the provision of learning experiences leading to the continued growth of teachers in service. Basic to this dual purpose is the belief that learning to teach is a life-long process in which "pre service" and "in service" became meaningless terms. The good teacher is never fully prepared, but is forever preparing.

The UCSC Teacher Education program provides a unique setting for the development of such models. In its first year of operation, it has established close cooperative relationships with the academic disciplines of the University and with the following public school systems: Pajaro Valley Unified School District, Morgan Hill Unified School District, Live Oak Elementary School District, San Lorenzo Valley Unified School District, Santa Cruz City and High School Unified School District, Gilroy Unified School District, Salinas Valley

Unified School District, Scotts Valley Unified School District, North Monterey County Union Elementary School District, and Soquel Unified School District. These relationships are continuous from the prospective teacher's undergraduate years as a teaching assistant through his professional preparation in an internship at the graduate level. While an undergraduate, he does course-related field work as a teaching assistant in the public schools as early as the freshman year. As a graduate student his internship is centered there. Thus, the public schools and their experienced teachers provide the laboratory for the professional preparation of new teachers at UCSC while the program also promotes the professional growth of the experienced teachers with whom the students work as they are interacting with the faculty of the University.

The curriculum can best be described as a spiral one, where the theory learned in the academic classrooms is put into practice immediately in the public schools, and the practices seen and performed in the classroom are then developed into theories which are tested back in the classroom. The students and teachers are constantly developing new practices which are based on theories they have devised from their classroom experiences, and expanding the theories upon which these practices are based. Thus the students are involved with a "clinical staff and faculty" which helps them to become a aware of their own growth as they continually expand their own theories, practices, and philosophies.

The undergraduate teacher trainee and the intern learn, for example, that good teaching in most of its aspects transcends subject boundaries, and focuses on the common denominator, the pupils whom they teach. The means for achieving this improved instruction are the coordinated resources of UCSC students, its academic and Teacher Education clinical faculties, the public schools, and the community.

In this favorable environment the RATE project has undertaken to:

1. Provide better initial education for prospective teachers by including practical experiences along with the typical university classroom theory.

2. Develop procedures for more full and effective cooperation between the University (academic and professional programs), the public schools, and the community.

3. Generate ideas, develop teaching materials, and techniques and practices for the modification of instructional programs both for the preparation of teachers and for their work with students in the schools.

4. Promote the use of the public school as a teaching laboratory in which teaching assistants, interns and experienced teachers work cooperatively toward the improvement of instruction of all pupils.

5. Seek ways to involve public school teachers in on-campus activities meaningful to their continuing professional growth.

Continuous evaluation of the teaching assistants is an integral part of the UCSC program. This process allows a student to learn early in his academic career whether teaching is what he wants as his life work. It also allows the University to drop from the education program those students who are not able to perform adequately the tasks which are required of them. Continuous evaluation of the interns is also an integral part of the program; the quality of their work is evaluated by both University and public school staff. The reading and mathematics scores of pupils taught by these interns are used as part of the evaluation, both of the program and intern. The reading and mathematics scores, as well as affective data, are also collected on children in classes to which the teaching assistants are assigned. This data is used to determine the ultimate success of the program.

"PROFESSIONAL DEVELOPMENT: A NEW LOOK"

Pasadena Unified School District

A. Renee LeRoy, Director
Ralph Hornbeck, Superintendent

In cooperation with *Occidental College,* the Pasadena Unified School District has formulated an innovative apprentice program for teacher education. It has as its central objectives:

1. To increase the teaching skill of college students who have not taken any formal teacher education courses.

2. To attract potential teachers through direct classroom experiences which will enable them to determine whether to proceed with teaching as a career or to seek a different career if interests so direct them.

3. To revise, delete, or add requirements, content, and techniques to the curriculum in teacher education at *Occidental College.*

4. To increase the gains in academic and attitudinal growth made over an academic year by pupils who are exposed to the additional services of student apprentices, college professors and resource teachers.

5. To increase the effectiveness of elementary teachers as measured by gains in academic and attitudinal growth among their pupils over an academic year.

6. To increase the interest and understanding of college professors with reference to elementary education as measured by their continuing involvement in this program and number of changes they make in their approach to teacher education.

7. To increase effective cooperation between staff members within the school and the additional staff members from the College.

Institutional Changes

In December, 1970, *Occidental College* submitted to the State Department for approval a completely revised teacher educational program based in large measure on results of the 1969-70 RATE program. The program will involve the following:

A. The administrative structure controlling teacher education at *Occidental College* has been shifted from the Department of Education to the Committee on Teacher

Education which consists of the members of the Department of Education plus the professors of each of the departments of the College offering majors customarily taught in public schools. This interdisciplinary committee will develop the content of the program to be offered in teacher education.

B. The program calls for giving the student on-the-job training concurrently with his academic training throughout his credential program. This is based on the philosophy supported by the RATE program that the student should be placed in the classroom early in his credential training.

Team Approach in the Classroom

Since the project involved thirty-eight *Occidental College* students and fifteen professors in the RATE project this year, it was felt that subject area teams would be the most effective means of meeting the RATE *Guidelines*. *Occidental* professors are grouped according to their particular disciplines and are working in the classrooms in their elementary equivalents. Each subject area team is composed of the professors and college students assigned to that particular subject area. Each subject area team meets outside of class time for lesson planning, evaluation, and general discussion of needs and progress of their individual programs.

Principally, this program is built around the selection, orientation, and training of college student apprentices. Features of the program include:

1. classroom observations
2. directing the class
3. teaching lessons
4. interpreting diagnostic information
5. evaluation of teaching competence
6. seminar programs for apprentices, teachers, and professors
7. team approach to College-elementary school cooperation
8. evaluation of formal teacher education courses.

The Pasadena RATE Project is evaluating the effectiveness of its program through judgmental procedures with video and audio tapes, with behavioral rating scales, through standardized tests including the *Minnesota Teacher Attitude Inventory* and *Wide Range Achievement Test, Filmore Accuracy* and the *Stanford Reading Test,* and through attitudinal measures such as the *Riverside Integration Project Scale* and the *Attitude Toward Arithmetic Scale.*

"TEACHER ATTITUDE SURVEY KIT (TASK)"

San Diego State College

David H. Ford, Director

San Diego State College is conducting research to develop a *Teacher Attitude Survey Kit (TASK).* The objectives for 1970-71 are as follows:

1. To demonstrate in a model training course how components of *TASK* can be used for inservice teacher training. The demonstration will provide programmed changes in the training institution and in the trainee's classroom behavior.

2. To provide external validation of the *TASK* specified program changes by statistically demonstrating its relationship to increased pupil achievement scores.

Program Description

This program was originated to develop a means of changing teacher attitudes in compensatory education schools. There are several steps necessary in doing this:

1. We interview parents, teachers, community members and children to find out what they expect of teachers.

2. We formulate these statements in a way teacher educators can use them in their classrooms.

3. We find out how important each of these expectations is to student achievement.

4. We develop observational instruments to tell us whether or not a teacher is doing the things which we find are most important to children's learning and to getting along in the community.

5. We organize and try out a teaching program around these expectations and evaluation tools (note No. 4 above).

6. We package this under the title TASK: *Teacher Attitude Survey Kit.*

The advantages of this approach to improving teacher education are several: Teacher trainers find out what the public *wants* teachers to be like; the public has an opportunity to *think* constructively about teacher education and teacher images; and the *method* of course development serves as an example of how teacher education programs should be developed in cooperation with the public. We think that the latter is a most important consequence. We believe that we are taking a step toward the development of a permanent dialogue with the community over the education of the people trained to serve it.

"WOODLAND RESEARCH AND TEACHER EDUCATION PROJECT"

Woodland Joint Unified School District

Robert E. Maddux, Director
K. O. Johnson, Superintendent

The project of the Woodland Joint Unified School District is centered around the evaluation of the effectiveness of three language development programs with monolingual and bilingual disadvantaged children. The three methods being considered are: *Distar Language Program (SRA), Peabody Language Development Program,* and a standard kindergarten language development program. The research hopes to determine which of the three language development methods will show the greatest student gain in those areas represented by total and subtest scores on pre- and post-testing. At the conclusion of the program, the District will:

1. compare the pre- and post-test gain for the total of the different treatment groups across the areas represented by each of the tests of dependent measures.
2. compare the subtest results of each child to determine the effects of each method on the different areas of development included in the tests.
3. compare the effects on the auditory and visual modalities for development in each of the treatment groups.
4. compare the results of the monolingual children with those of the bilingual children to determine the effects of the different methods for these two groups.
5. locate any effects labeled as interactive.

Kindergarten children, from seven schools, who are considered to be educationally disadvantaged have been selected as participants in the study. These children have been subdivided into monolingual and bilingual classifications; the classroom teachers designated the participants. Any question of linguistic function was determined by a brief comprehension for sentences test. Children were paired so that there were approximately ten to twenty monolingual and ten to twenty bilingual children in each of the three language methods being studied; the three methods have been designated for the various kindergartens at the seven schools to assure that an equal number of participants are involved in each method of study.

Both objective and subjective information will be gathered to make the evaluation of the study. Teachers will be asked to make a subjective post-evaluation of their involvement with the method with which they have been working. Children are pre- and post-tested and gains are computed from the results of the following measures: (1) *Illinois Test of Psycholinguistic Abilities,* (2) *Wepman's Auditory Discrimination Test,* and (3) *School Readiness Survey.* The *University of California at Davis* is cooperating in the study.

EDUCATIONS PROFESSIONS DEVELOPMENT ACT, B-2

The primary emphasis of the Educations Professions Development Program is to prepare professionals and paraprofessionals to work in sparsely settled areas where poverty may exist and where fully qualified personnel are not available. Of the funds allotted for this program, eighty percent are to be spent in support of projects that provide services for educationally disadvantaged children. The balance, twenty percent, are to provide financing for projects which relate to the development of a recruitment and preparation model for training intern teachers to work in rural and isolated areas of the State. Additionally, a percentage of the funds may be used for the training of teacher aides.

The accompanying table (Table I) illustrates salient features of these current training projects. It depicts the number of participants in each of the fourteen projects, as well as the anticipated employment figure. The per capita training cost (to the nearest tenth) is depicted in Figure 1. District differences are influenced by such factors as total participants and the area in which the district is located; extreme rural districts and those training a relatively large number of interns would be expected to have higher training expenses. Another factor which influences these costs is the attrition of personnel which occurs between the approval of a project and its implementation.

TABLE I

Number of Aides and Interns Trained in EPDA, B-2 Projects. Included are the Percentages of Minorities Represented in Each Program and the Projected Number of Trainees Expected to be Employed.

Category	Number of Trainees													
	ABC	Bakersfield	Compton	Klamath-Trinity	Hydesville	Ridgecrest	Los Angeles	Monterey	Mt. Diablo	Oakland	Ontario	Riverside	San Jose	San Rafael
Aides	8		24	20				14			6	28	30	35
Interns	8	32	4		20	10	70	6	8	22	6			
Total	16	32	28	20	20	10	70	20	8	22	12	28	30	35
Percentage of Minority Trainees	50	19	86	50	-0-	10	55	75	10	36	50	36	60	23
Per cent Employed*	100	70	100	70	60	100	100	100	100	87	100	100	80	85

*Estimated

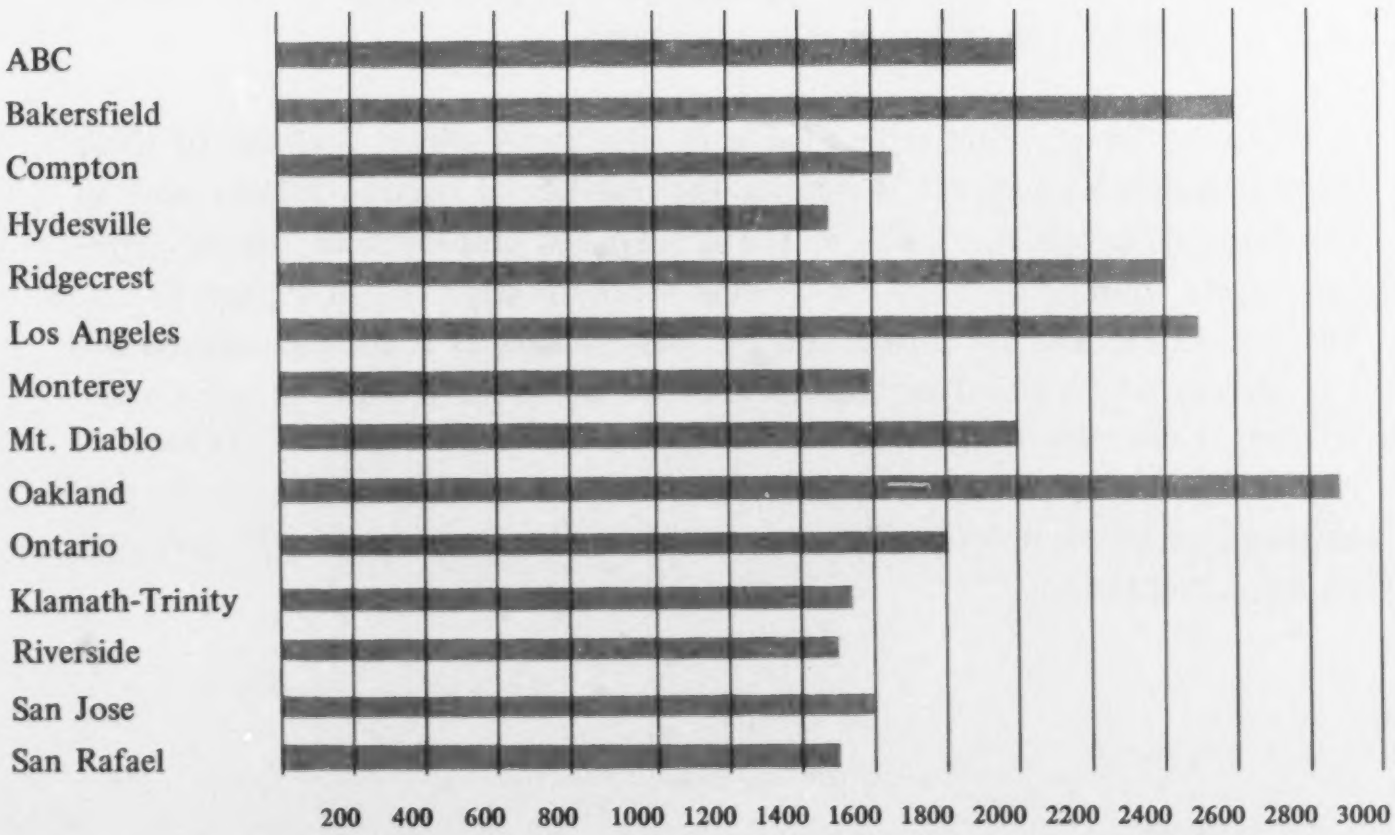

Figure 1. The Per Capita Cost for Training Interns and Aides for EPDA, B-2, Projects Funded for 1970-1971.

ABC UNIFIED SCHOOL DISTRICT

Harold Barsh, Director
Charles W. L. Hutchison, Superintendent

The ABC Unified School District's EPDA, B-2, Program is organized around two basic objectives:

1. To recruit and train bilingual teachers for service in the District's schools.

2. To train teacher aides who are bilingual so as to give pupils who might experience difficulty in learning because of a language barrier an equal opportunity to profit from the educational program.

The intern teachers were given professional education courses by the *University of Southern California* and were involved with student teaching during the summer of 1970. They worked with a Title I school to gain insight into the needs of bilingual children and to gain proficiency in using teaching skills which will help them in their teaching. Consultants made them aware of the very special problems of Mexican-Americans and of ways of helping students to overcome their problems. The intern teachers are now teaching in regular classrooms and at the same time they are continuing their professional education at the *University of Southern California.*

The teacher aides are involved in a training program cooperatively operated by *University of Southern California* and the ABC Unified School District. In the preservice period they were involved in a training program to make them aware of the role of the aide in the classroom. After prescribed training, aides were transferred to schools and are now applying some of the skills which they learned. Their training is aimed at making them more proficient aides. The teacher aides will be able to perform instructional and noninstructional tasks and will be evaluated by master teachers on a questionnaire.

The intern teachers and aides have taken the *Minnesota Teacher Attitude Inventory (MTAI), Wide Range Achievement Test (WRAT)* in math, *Durkin's Phonics Test for Teachers,* as well as the *Garrard Self-disclosure Questionnaire,* and a test concerning Mexican-American culture. These tests were taken before embarking upon the program and will be given again at the end of the program. An evaluation of the information will be a part of the final report.

The goal of the program is to prepare intern teachers to be able to diagnose and remediate in the areas of mathematics, spelling, and reading. Interns will show proficiency in the administration and interpretation of sociograms as determined by pre- and post- comparisons judged by competent judges from the *University of Southern California.* They also will show a gain of five percentile points in the *MTAI* and they will stimulate student oral involvement measured by classroom observations.

BAKERSFIELD CITY SCHOOL DISTRICT

Clementine M. Newman, Director
C. C. Carpenter, Superintendent

The *California Lutheran College* Intern Program *(CLIP)* will prepare teachers for a regular teaching credential. These interns will teach in K-6 schools which qualify for ESEA Title I, Educational Improvement Act, and Miller-Unruh funds. These schools have a high percentage of minority students. Intern applicants will meet the specifications as listed in this application.

Phase one of the program consists of an eleven week preservice session which includes five weeks of student teaching, intensive course work in methods of teaching elementary reading, mathematics, and social studies, as well as a laboratory in preparing materials for use in the classroom. In addition, a weekly lecture series of presentations by various segments of the community will help interns become familiar with disadvantaged children and the problems they encounter.

Phase two consists of the inservice phase in which the intern will teach in an elementary classroom as a probationary teacher on a California Standard Elementary Credential of Partial Fulfillment. A seminar for interns will accompany this phase and will seek to introduce concepts and information as the interns demonstrate need. Throughout the inservice phase, the lecture series will continue involving consultants and community related people.

Phase three is the post-summer inservice phase which will seek to weld together the theories of psychology and sociology as they apply to minority students. An English grammar course will be required, which will reflect the understanding of language needs of minorities. A course in mathematics for elementary teachers will be given to satisfy credential requirements.

A systems model conceptualization of the program has been developed, allowing for constant evaluation of the needs of interns and selection of alternatives for instruction that meets these needs. Three components are seen as essential to the instructional part of the program:

1. *The Content Component.* This component carefully monitors the needs of interns in the areas of skill subjects such as communication skills, mathematics, and other elementary subjects.
2. *Human Relations Component.* This component seeks to develop awareness of interns to psychological, emotional, and developmental needs of students they will teach.
3. *Teaching Performance Component.* This component develops the intern from the early survival level of teaching to the content teaching stage. The performance level desired will be where true individualization of instruction can take place. Behavioral objectives will clearly indicate levels of teacher performance desired.

COMPTON UNIFIED SCHOOL DISTRICT

Katie M. Robinson, Director
Alonzo A. Crim, Superintendent

The major objectives of the Compton Unified School District's B-2 program are:

1. To develop and implement a program to prepare teacher aides and interns of Samoan, Mexican-American, Black and White ethnic origins.
2. To develop and implement a program to enable classroom teachers to acquire the attitudes and skills necessary for the organization of classroom activities with paraprofessionals.
3. To seek solutions to the cross-cultural conflicts arising in schools serving a multi-ethnic population such as the *Park Village Elementary School.*

On July 6, 1979, preservice began for twenty-four instructional aides and four interns. These were given part-time assignments with a cooperating teacher for the first four weeks of preservice training during summer school. During this time, they worked with children in small group situations or on a one-to-one basis. Concurrent with this assignment, special seminars were held on topics relevant to the inner-city child in order to develop full understanding of pupil needs, the community and its special problems, appropriate teaching procedures, specialized skills in reading, mathematics, and interpersonal relationships. The instructional aides and interns were also involved on a day-to-day basis in seminars, special demonstrations, and film reviews of topics including the development of interpersonal relationships, the role of the instructional aides, group development, testing, teaching devices, attitudes and behavior, discipline, classroom management, and junior college courses. It is projected that all twenty-eight intern and aide trainees will be employed by the District at the conclusion of their training.

In an effort to resolve cross-cultural conflicts which seemed deeply imbedded, two outstanding experiences have been shared:

1. A potluck dinner was held with each ethnic group bringing a favorite dish peculiar to its culture which stimulated dialogue among different ethnic groups.
2. Mr. Carl Kludt, Communication Specialist, lead group interaction.

The Compton District will use the following techniques to evaluate the success of their B-2 program:

1. Pre- and post-*Minnesota Teacher Attitude Inventory* surveys.
2. Pre- and post-training questionnaires to master teachers.
3. Pre- and post-testing of classroom students with such instruments as *Comprehensive Tests of Basic Skills* and *Survey of Primary Reading Developement.*

In addition to these, the evaluator will tape interviews with each aide to be studied for suggestions to improve the training program.

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HYDESVILLE SCHOOL

Roger Lorenzetti, Director and Superintendent

The Teacher Aide Training Program of the Hydesville School District is designed to prepare community personnel to function in the schools of the area, in cooperation with school personnel, as a means of jointly improving educational opportunities for the children. Specific objectives are:

1. To work with individual students to bring reading skills up to grade level by assisting students in word and sound recognition and in better understanding of, and relating to, book content.

2. To assist individual students to reach grade level achievement in basic mathematical skills by working with numeral concepts, sets, weights and measures, geometric figures, graphs, and problem solving.

3. To teach games to children, assist with the physical education program, and supervise activities in a learning skills center.

4. To help in general classroom maintenance: creation (with students) of functionally useful bulletin board materials, operation of media material, and the use of library resource material.

To accomplish its objectives, the District divided its program into several areas: The first was based on the inservice presentation of various teaching matter and methods. It included exposure to such reading materials as Open Court, Initial Teaching Alphabet, and Words in Color; it encouraged that the teaching of mathematics be based on individual needs; it emphasized experiential background for creative writing; it dealt with the feasibility of work contracts; it presented physical education skills; and it familiarized paraprofessionals with media utilization. The second area was based on one-to-one experiences with individual students, field trips, supplementary reading, and the acquainting of the aides with the necessary skills to prepare graphic materials. As a final experience, aides prepared "Feedback Notebooks" of daily experiences and progress and "Resource Lists" from library and community resources which they would be able to use in the future. A this time, twelve of the twenty aides in the program have been employed, six volunteered for a one year duration, and no decision has been reached on the hiring of the two remaining.

The evaluative program was based on the pre- and post-testing of aides and children with, respectively, the *Minnesota Teacher Attitude Inventory* and the *Comprehensive Tests of Basic Skills* (Form Q).

INDIAN WELLS VALLEY JOINT UNION SCHOOL DISTRICT

Ruth Lewis, Director and Superintendent

In June, 1970, an intern program was instituted by the Indian Wells Valley Joint Union School District, Ridgecrest, under the auspices of the *California Lutheran College's Intern Program (CLIP).* Before this time there had been some instability of the District staff due to the remoteness of Ridgecrest. The intern program was aimed at recruiting local people whose homes were in the area and who would be available as permanent staff. The major objective of the program is:

> To prepare intern trainees in all aspects of curriculum and community understanding with emphasis upon awareness and sensitivity of the cultural disorientation of children from families with governmentally induced mobility.

Originally, interns were recruited from forty-three applicants, ten from Ridgecrest and one from Arizona. The District provided three steps: the preservice summer, the teaching school year and a follow-up summer session. The preservice program was as follows:

1. A one week preservice consisting of thirty hours orientation to practices and philosophies of the summer program in which the interns would fulfill the student teaching requirement. Included were video taped, diagnostic, microteaching sessions presented by *CLIP* staff with district personnel and three consultants.

2. Five weeks of student teaching under the direct supervision of resident teachers and *CLIP* consultants.

3. Two weeks of intensive instruction in the teaching of reading and mathematics together with an instructional laboratory session covering other major curriculum areas.

This year's program for interns, to date, has been as follows:

1. Full responsibility for planning and carrying out the instructional program in either a self-contained or departmentalized classroom, under the direction of resource teachers and *CLIP* consultants.
2. Participation in monthly seminars in appropriate areas of curriculum and educational theory.

The evaluation process consists of pre-testing and post-testing teacher interns with the *Wide Range Achievement Test* and the *Minnesota Teacher Attitude Inventory.* Continuing evaluation of the interns is accomplished by judgmental procedures conducted by the resource teachers and through the use of video tape. Student progress is evaluated by pre- and post-testing with such instruments as *California Primary Test, Stanford Achievement Tests,* and the *California Achievement Test.*

HUMBOLDT COUNTY SCHOOLS

Larry Beam, Director, Del Norte Unified School District
Kenneth Bortles, Director, Klamath-Trinity Unified School District
L. N. Garrison, Coordinator of Directors
Glen W. Paul, Superintendent

The "Teacher Aide Recruitment and Training Program" of the Humboldt County Superintendent of Schools Office has two basic objectives:

1. To provide two school districts with twenty-four aides, fourteen from the Klamath-Trinity Unified School District and ten from the Del Norte Unified School District. Ninety per cent of the aides will achieve ninety per cent of the predetermined skills/knowledges. These aides will have a predetermined operational level knowledge and drill skills in such areas as reading, mathematics, art, and physical education.
2. To improve personal effectiveness of the aides through attitudinal changes. Ninety per cent of the aides will show a mean gain of thirty percentile points on the *Minnesota Teacher Attitude Inventory (MTAI)* on a pre- and post-test basis.

Twenty aide trainees, primarily Indians, were selected prior to July, 1970, for a seven-week, preservice training course and bi-weekly inservice training course from September 1, 1970, to June 1, 1971. The preservice session was held in two locations: Humboldt and Del Norte counties. During the first week, aides were given an introduction to the program and each trainee was administered the appropriate pre-tests. At this time, also, the aides were afforded the opportunity of observing three elementary classrooms for several hours; these observations were followed by discussion groups. The subsequent five weeks of preservice training consisted of formal sessions in which the aides attended classes on a six-hour per day basis for 150 hours of instruction. They gained experience in dealing with such diverse materials and techniques as controlled readers, Napier rods, S.R.A. tapes, and Colonial mathematics filmstrips. Inservice training for the rest of the 1970-71 school year will consist of four hours of instruction every two weeks in an inservice program designed upon results of post-tests administered at the end of the preservice sessions. The classes during the preservice training were held at two locations, one at Crescent City and the other at *Humboldt State College* part-time and part-time in the Klamath-Trinity Unified School District. The seventh week of the program was devoted to post-testing operations and classroom assignments. As of December 1, 1970, fourteen of the aides trained were employed. The fourteen aides were in the Klamath-Trinity Unified School District; none, except on a substitute basis, has been employed in the Del Norte Unified School District due to lack of funds.

The following were used at the completion of the preservice phase and will again be used at the end of the inservice phase in the evaluation of Number 1: the *Stanford Achievement Test,* the *California Achievement Test,* as well as identified predetermined skills and knowledges. The *Minnesota Teacher Attitude Inventory* will be used to ascertain the accomplishment of the second objective.

LOS ANGELES CITY UNIFIED SCHOOL DISTRICT

Juanita Salaway, Director
William J. Johnson, Superintendent

To recruit and intensively train 70 interns for secondary and elementary inner-city and Educable Mentally Retarded (E.M.R.) classrooms is the goal of the Los Angeles City Unified School District. These interns are to help provide:

1. A practical curriculum relevant to the needs of disadvantaged children, and

2. A trained teacher cognizant of individual E.M.R. needs.

This project also aims at evaluating future District E.M.R. teaching staff needs.

Currently, Phase One of the project is in operation. This includes: (1) the screening of candidates, (2) the selection of twenty-five interns, (3) the training of the interns, (4) the selection and assignment of master teachers, and (5) on-the-job intern service. As the interns function in the classroom, they take concurrent university and college classwork and are supervised by a college coordinator. The interns also participate on Parent Advisory Committees. In the spring, Phase Two of the project begins; this is a repetition of Phase One, but with forty-five new interns. The Los Angeles District is currently projecting that all of their trainees will be employed by the District at the conclusion of the training program.

This District is evaluating its program through the use of three procedures: (1) judgmental, (2) pre- and post-testing with the *Minnesota Teacher Attitude Inventory*, and (3) surveys by interaction analysis. Elementary and secondary pupil progress is evaluated by use of the *Peabody Individual Achievement Test*, reading and mathematics tests, and diagnostic group tests. Both interns and pupils are further evaluated by use of video tape techniques.

MONTEREY PENINSULA UNIFIED SCHOOL DISTRICT

Charlie Mae Knight, Director
Allan J. Petersdorf, Superintendent

The preparation of teachers and aides to work with disadvantaged children is the goal of the Monterey Peninsula Unified School District's EPDA, B-2, project. As such, it has as its central objective:

> To raise the academic performance of target area students in reading, mathematics, and language arts by one year.

The current program includes the training of six teaching interns and fourteen aides. Both aides and interns are in a continuing education program under the auspices of the school district and the *Monterey Institute of Foreign Studies.* The six interns take nightly classes and seminars in addition to having daily classroom duties; the aides with less than two years of college. are given instruction in English, mathematics, reading, literature, and the teaching of these subjects. Both groups are supervised by the *Monterey Institute,* which has modified its school to include education classes as a result of this local district's B-2 project. Working under a multi-level team approach, the aides and interns are encouraged to base their efforts on the needs of each child; thus, individually prescribed instruction (IPI) is a central feature of the district program. Currently, it is projected that all of the aides and interns will be employed by the District for the 1971-72 school year.

To evaluate its program, the Monterey District is measuring the change in the aides and interns through judgmental procedures and with pre- and post-test *Minnesota Teacher Attitude Inventory* scores. To measure the growth of students under the interns and aides, the District is using pre- and post-test results of the state-mandated instruments, the *Gates-MacGinitie,* the *Metropolitan Reading Readiness,* the *Stanford Reading Test,* and the *Distar* and *Tobe Tests.*

MT. DIABLO UNIFIED SCHOOL DISTRICT

Wiley Martin, Director
James L. Merrihew, Superintendent

Mt. Diablo Unified School District and the *University of California, Berkeley,* have entered a joint project to train teachers to work in low socio-economic school attendance areas. Their goal is to improve the reading and mathematics ability of disadvantaged youths through:

1. Locating individuals with a desire to help disadvantaged children.

2. Training individuals in the skills necessary to help deprived youngsters.

The Mt. Diablo District employed eight interns from *University of California, Berkeley,* for the 1970-71 school year. Each of these was placed under one of two full-time intern supervisors; one supervisor has four students, three at one school, one at another. These supervisors help guide the interns in practical classroom situations and also attend continuing bi-monthly seminars with them at *University of California.* The District hopes to employ all eight of the interns at the conclusion of their training.

To evaluate the intern program, Mt. Diablo will employ the following procedures:

1. Teacher evaluation forms,

2. The *Minnesota Teacher Attitude Inventory,* which will be administered three times,

3. Observations and conferences with interns,

4. Parent questionnaires,

5. Pre- and post-test of students with whom the interns work on the *Comprehensive Tests of Basic Skills,* the *Lorge-Thorndike,* the *Iowa Achievement Test,* and the state-mandated primary reading tests. The *SRA Arithmetic* and the *Stanford Reading Test* will also be used.

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OAKLAND PUBLIC SCHOOLS

Ron Lundberg, Director
Marcus A. Foster, Superintendent

The Oakland Public School District is participating with the *University of California, Berkeley*, in an Elementary Internship Program. This program has as its objectives:

1. To improve reading and mathematics achievement of students with whom the interns work during the school year.

2. To improve the general teaching skills and style of the interns.

3. To improve the interns' specific skills in teaching reading and mathematics.

4. To improve the average teaching attitude of the intern teacher.

Twenty-four interns were recruited for this year's program. Twenty-two of these completed their student teaching during the summer, and successful trainees were employed by the Oakland District for the current year. While teaching this year, the interns will continue their formal course work at the *University of California*, as well as participate in such inservice activities as video tape analysis of methods and *Parson's Guided Self-Analysis* procedures. Upon successful completion of their formal course work at the *University of California*, the interns will receive their elementary credential.

To measure the accomplishment of its objectives, the Oakland District will (1) pre- and post-test the students of interns with standardized achievement tests, (2) evaluate interns by their scores on the matrices of the *Parson's Guided Self Analysis Inventory*, (3) pre- and post-test interns with the *Minnesota Teacher Attitude Inventory*, (4) evaluate video tapes of intern procedures, and (5) use locally developed check lists and judgmental procedures to rate intern performance.

ONTARIO-MONTCLAIR SCHOOL DISTRICT

Clark Lewis, Director
Homer F. Briggs, Superintendent

For the 1970-71 school year, the Ontario-Montclair School District is developing a project to recruit and train six intern teachers and six instructional aides; these are to work as an educational team in disadvantaged schools. The major objective of the project is:

> To recruit college graduates for a teacher intern program and to pair them with aides to form educational teams.

A four-week intern training program will begin in January, 1971, with a course conducted by *La Verne College;* the course will include lectures, discussions, visitations, and participations in ghetto schools. Interns will be assigned master teachers who will participate in a portion of this training. Then, in February, *La Verne College* will direct a second stage of the intern program; the six interns will be placed in three schools with three master teachers. College course work will be prescribed by *La Verne College* as a part of their approved intern program.

Six instructional aides will be recruited and begin their eight weeks of training in March. After an initial orientation seminar, the aides will be assigned to schools for actual classroom experience. The final four weeks of intern training will be under the direction of the master teacher. Aides, also, can be receiving additional training and college credit towards an AA Degree from *Chaffey College* by receiving training from teachers whom they assist in the Ontario-Montclair School District.

An interesting feature of the Ontario-Montclair aide training program is its linkage to differentiated staffing. Those trained under EPDA, B-2, funds would be available to staff schools to which children from low-income areas have been bused; this would provide a strong relationship between EPDA, B-2, and EPDA-D programs.

The evaluation procedure for the interns and aides will be:

1. The administering of the *Minnesota Teacher Attitude Inventory (MTAI)* at the beginning and the end of the training period and after six months of employment.
2. The evaluating by *La Verne College* of the effectiveness of the professional training courses by performance criteria.
3. The responding by aides to "open ended" questions regarding the strengths and weaknesses of their training.

Since the interns and aides for this project have not yet been selected, it is difficult to determine the age groups with which they will work. When this is known, evaluative instruments will be selected for the measurement of student progress.

SAN BERNARDINO AND RIVERSIDE COUNTY SCHOOL DISTRICTS

Barbara Provost, Director
Donald F. Kenny, Superintendent
Riverside County School District
Roy C. Hill, Superintendent
San Bernardino County School District

An early childhood education (preschool) program sponsored by the Riverside and San Bernardino County Superintendents is being implemented by the Extension Department of the *University of California, Riverside.* The nucleus of the program is the effective training of teacher aides, and in order to realize this goal, the program objectives are as follows:

1. The aide will demonstrate ability to work with the teacher as a member of a teaching team, with the teacher as team leader. As a member of such a team, the aide will show a sensitivity to the interrelationship of the roles of teacher, aide, and volunteer parent and student workers. This understanding and ability to work cooperatively will be measured by evaluations of the master teacher, and observation of the project instructor through the use of survey-type evaluation form.

2. The aide will prepare and demonstrate with groups of children in the classroom the proper use of learning materials as measured by the evaluation of the master teacher, and observations of the project instructor by using a survey-type evaluation form.

3. The aide will demonstrate her abiiity to arrange a challenging, attractive, and appropriate environment in the classroom as measured by the evaluation of the master teacher, and observations of the project instructor.

4. The aide will help the teacher in set ing the stage for learning experience through planning activities and creating a learning environment for a group of children as measured by the evaluation of the master teacher and observations of the project instructor.

5. The aide will demonstrate a growing depth of insight and understanding of the characteristic needs and behavioral patterns of young children through her growing effectiveness in working with these children individually and in groups, as evaluated by her master teacher and by the project instructor's observations recorded by a survey-type evaluation form as well as in notations on the individual interview form.

6. The aide will demonstrate her ability to observe insightfully an individual child and to apply effectively the psychologically accepted ways to study a child, as evidenced through recorded results of her study, summarized in the case-study

outline, which will be evaluated by her project instructor.

The basic procedure of the program is for each of the twenty-eight aides, during the eight week preservice training period, to spend a minimum of three hours per day in the classroom working with a master teacher and children. The aides also meet once a week for a three-hour seminar conducted by the project instructor. Once every two weeks, the project instructor spends time observing the aide in action and offering individualized, consultative help. Over the year, an aide in training will be able to accumulate up to eighteen units of college credit work in early childhood education. A diversified program of courses by the *Univeristy of California, Riverside,* is to be offered to take into account the dissimilar levels of preparation of the aides. Currently, twenty-two of the aides have jobs committed to them at the conclusion of their training.

Evaluative instruments administered on a pre- and post-test basis will be the *Minnesota Teacher Attitude Inventory* and an individual interview sheet data form. Other tests available on an individual basis will be the *Wide Range Achievement Test, Gilmore, Illinois Test of Psycholinguistic Abilities,* and individual case studies.

SAN JOSE UNIFIED SCHOOL DISTRICT

Kay Taix, Director
George M. Downing, Superintendent

San Jose Unified School District, in cooperation with *San Jose City College,* has originated a project to attract, qualify and train persons who are not now working in the field of education to become teacher aides. This will give the school district a cadre of trained personnel to hire as aides or substitute aides. Further goals include a desire to:

1. Develop differentiated staffing roles, and

2. Create new instructional strategies, mainly in the area of utilization of aides and implementation of behavioral objectives.

The thirty individuals, mainly bilingual and low income, who were selected as aides were given eight-week's training as teacher aide trainees. The aides worked with fifteen master teachers who provided learning experiences in individualized instruction, diagnostic/prescriptive teaching, behavior modification, and classroom instruction-related skills such as techniques of working with children in reading and mathematics and audio-visual aids. A demonstration school was established in a target area elementary school to give the aides a chance to try out their skills. The general plan for the eight-week period was as follows:

For two weeks:	Aides were instructed in basic skills. Teachers wrote behavioral objectives and lesson plans, besides working with the aides.
For four weeks:	Aides worked in the demonstration school.
For two weeks:	Aides received additional training, testing, and evaluation.

Currently, nineteen of the thirty aides are permanently employed by the San Jose District; eight others are substitute aides and will be placed when positions open.

Techniques used by San Jose to evaluate their program include, for aides, the use of pre- and post-tests, *Minnesota Teacher Attitude Inventory, School and College Ability Tests, Sequential Tests of Educational Progress,* a criterion based test, and future performance orientation. The degree of improvement of the students with whom the aides work is being evaluated through pre- and post-testing with the *Comprehensive Tests of Basic Skills,* and by a diagnostic/prescriptive profile based on the *Cooperative Primary Test,* Form 12 B.

SAN RAFAEL CITY SCHOOLS

Lee S. Heise, Director
John F. Plank, Superintendent

The San Rafael City Schools' project is organized around four major objectives:

1. To attract and train individuals to become effective, qualified teacher aides for various situations in grades K-12.

2. To improve skills and competencies of teacher aides.

3. To increase success experiences for children and youth.

4. To develop information guidelines for teachers, paraprofessionals and other school personnel.

To implement their program, San Rafael City Schools is cooperating with *Sonoma State College* to recruit, screen, and select aides. These are then trained by preservice and inservice methods--laboratory sessions, seminars, and workshops--for knowledge and skills.

An outside evaluator will be responsible for measuring both the general growth of the aides and their students. This will be accomplished through the pre- and post-use of the *Minnesota Teacher Attitude Inventory*, by judgmental procedures, and through the use of tests such as *Comprehensive Tests of Basic Skills, Metropolitan Reading Readiness,* and the *Wide Range Achievement Test.*

NEW CAREERS IN EDUCATION

New Careers in Education is a joint project conducted by the Stockton and Sacramento City Unified School Districts in cooperation with the *University of the Pacific*. Eighteen individuals of low-income and/or minority backgrounds have been selected and are being prepared for teaching careers in low-income area schools. Interns with at least sixty units of college credit attend the *University of the Pacific* as part-time students and work in the project schools in Stockton or Sacramento four hours each day. Upon completion of their training, the interns will become teachers certified by the State Department of Education.

This program is coordinated with the undergraduate Teacher Corps Program and with the Career Opportunities Programs of the participating districts.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Fred Stewart, Director
Paul B. Salmon, Superintendent

The Sacramento New Careers in Education program is under the direction of the Staff Training Services Department of the Sacramento City Unified School District in cooperation with the *University of the Pacific* and in conjunction with the Stockton Unified School District. It has as its nucleus two major goals, with subsequent objectives:

GOAL I: Recruit low-income and/or minority persons into the field of education.
Objective: Recruit low income and/or minority persons into a two-year teacher intern program in elementary education.

GOAL II: Train interns to serve the low-income and/or minority school-communities more effectively than traditionally trained teachers.
Objective A: Upon completion of the two-year internship, the interns will be rated significantly higher on the *Flanders Interaction Analysis* observational system than first-year teachers trained through a traditional program.
Objective B: Upon completion of the two-year internship, the interns will be able to describe in writing a greater number of teaching strategies for a particular problem than graduates of a traditional teacher training program.
Objective C: Upon completion of the two-year internship, the interns will demonstrate in the classroom a more relevant, individualized teaching program than graduates of a traditional teacher training program.
Objective D: Upon completion of the two-year internship, parents of children trained by interns will evaluate interns' knowledge and understanding and these evalutions will be compared with those of parents whose children were taught by first-year teachers trained in a traditional teacher training program.

In this program, seven teaching interns are assigned to the *Camellia Elementary School,* which is an ESEA, Title I, target school. Here, several unique features of the program include: (1) interns serving three hours per day at the school for two years while completing their academic training at the University; (2) interns spending an additional ten hours per week in the local school-community; and (3) interns being supervised by a full-time team leader who has been designated as a demonstration teacher.

The New Careers in Education Program will be evaluated by the Sacramento City Unified School District in terms of the above objectives. Evaluation activities will include the following procedures:

1. Examination of appropriate records to certify that the interns have been recruited from low-income and/or minority groups.

2. Classroom observations of the interns using the *Flanders Interaction Analysis* observational system at the end of the two-year internship. The ratios of indirect teacher behavior to direct teacher behavior thus obtained will be compared with those obtained for first-year teachers in other low-income area schools in the District.

3. At the end of the two-year internship, the interns will respond to an instructional problem by writing as many alternate solutions as they can. The same problem will be presented to a group of students completing a traditional teacher education program, and the solutions from the two groups will be compared by a panel of teacher training experts.

4. A sampling of parents of children served by the interns will be interviewed to determine parental perceptions of the services provided by the interns. Comparative data will be obtained through similar interviews with a sampling of parents of children served by first-year teachers in other low-income area schools.

The progress of students with whom the interns are working will be evaluated by such instruments as the *Cooperative Primary Reading* and *Stanford Achievement Tests.*

STOCKTON UNIFIED SCHOOL DISTRICT

Beverly Ford, Director
J. Rollin Ingraham, Jr., Superintendent

The Stockton Unified School District's New Careers in Education Project is based on a viable and productive relationship among community, student, and university. It is co-ordinated around the following objectives:

Community Involvement

1. To attract low-income and/or minority persons to careers in teaching through the New Careers program.

2. To expand community involvement in education through intern participation in the community and community involvement in this program.

3. To develop a cooperative program among Stockton Unified School District, Sacramento City Unified School District, and the *University of the Pacific* that will provide an upward educational movement of low-income area residents into elementary credentialing programs.

Intern Training

4. To train and prepare interns for teaching careers in low-income area schools.

5. To implement a more effective and relevant teacher training program aimed at the education of low-income area children.

6. To encourage the development of a more individualized teacher training program for all teacher candidates as determined by attitudinal measures.

7. To develop more effective ways of preparing personnel through college level education concurrent with work.

8. To develop training strategies based on performance standards, i.e., competency-based.

9. To design the University curriculum to meet the specific needs of interns.

10. To prepare interns to deal with the affective behavior of students in project schools.

11. To provide training in a variety of teaching styles, i.e., team approach to teaching.

School Enrichment

12. To enrich presently staffed low-income area classrooms with teacher trainees who are being trained to cope with the educational problems encountered in these classrooms.

13. To provide minority race personnel in schools where there is a heavy concentration of minority students.

14. To develop a differentiated staffing pattern which would allow for the most effective utilization of staff members within the project schools.

The New Careers in Education project is a joint Stockton Unified School District and Sacramento City Unified School District project operating with the cooperation of the *University of the Pacific.* The project has selected eighteen individuals of low-income and/or minority backgrounds and is preparing them for teaching careers in low-income area schools. Interns with at least sixty units of college credit are attending the *University of the Pacific* as part-time students and working in the project schools in Stockton or Sacramento four hours each day under the supervision of a team leader. An additional component of the program is community involvement in the school neighborhood for ten hours per week. This program is coordinated with the Undergraduate Teacher Corps Program and with the Career Opportunities Program of the participating districts.

The Stockton New Careers Project is being evaluated in two ways. First, the growth of the interns' abilities is being measured judgmentally through the use of *Competency Based Criteria* established by the Stockton District and the *University of the Pacific;* formal evaluations are conducted by team leaders every nine weeks, and several schools are using *Guided Self-Analysis* measures with video-tape and the *Flanders Interaction Analysis.* Second, the growth of the students with whom the interns work is being measured through the use of pre- and post-testing with the *Pre-School Inventory*, the *Clymer-Barrett*, and the *Comprehensive Tests of Basic Skills.*